

FIRST DRAFT OF STRATEGIC PLAN 2014-2019
FOR DISCUSSION IN PLANNING AND EVALUATION COMMITTEE MEETING
ON DECEMBER 5, 2013

[Several sections and pieces of information come from the 2009 strategic plan]

[This document incorporates all changes made to its original form on the P & E committee meeting on November 7, 2013 until the end of section 2.1, and new information added to the newly created Goal# 4]

GUIDE TO STRATEGIC PLAN *[Copied identical from the 2009 plan]*

Mission: Defines the purpose of the agency, who it serves and what it does

Vision: Defines what the agency aspires to do over a five-year period

Strategic direction: Names the strategic priorities over the next three years that will help move the agency towards its vision

Indicators of success: measures used to mark the agency's progress within each of the strategic directions

EEC MISSION *[Copied identical from the 2009 plan]*

Mission: Defines the purpose of the agency, who it serves and what it does

The Massachusetts Department of Early Education and Care (EEC) provides the foundation that supports all children and their development as lifelong learners and contributing members of the community, and supports families in their essential work as parents and caregivers.

EEC VISION

Vision: Defines what the agency aspires to do over a five-year period

- EEC and the whole field of early education and care are highly regarded, publicly recognized and supported, and clearly understood to be a value to the Commonwealth
- EEC's system offers an array of high quality comprehensive and affordable early childhood, out of school, and residential programs as well as resources, materials and activities designed to meet the diverse, individual needs of children and families.
- The early education and care workforce is respected, diverse, professional, qualified and adequately compensated

- EEC is an effective, responsive, efficient and resilient system which provides oversight and licensing to early childhood, out of school, residential and placement programs and agencies
- EEC has clear standards for accountability and evidence that those standards are being met
- Families are engaged as partners integral to the health development and learning of their children, and they have access to the necessary resources to do so.
- All children have access to high quality early childhood, out of school and residential programs that meet family needs
- Children and families experience seamless transitions throughout their early learning and later developmental experiences.

NEW / REVISED THREE YEAR STRATEGIC DIRECTIONS

[many are copied identical from the strategic plan of 2009, some are revised version of the 2009 goals, some are new]

STRATEGIC DIRECTIONS / FIVE-YEAR GOALS *[new]*

1. All young children in the Commonwealth will be ready to enter the K-12 education system and be successful.
2. Programs offered in early childhood, out of school, and residential settings under the supervision of the EEC will promote and support the education and healthy development of children so that all children are ready to be successful school members and citizens.
3. The early childhood and out-of-school time workforce who works with children and families in the Commonwealth is professionally prepared, adequately compensated, and diverse.
4. The Department and Board of Early Education and Care provide leadership, direction and resources to meet the mission of the agency with utmost integrity, transparency and accountability to the people of the Commonwealth

EACH OF THESE STRATEGIC GOALS WILL HAVE SUPPORTING GOALS ORGANIZED IN FOUR GROUPS:

- a. Quality
- b. Access
- c. Communication and advocacy
- d. Infra-structure and finance

Goal # 1 [Children]: All young children in the Commonwealth will be ready to enter the K-12 education system and be successful

1.1 Quality

- Children and families participate in high quality and safe programs that prepare children to enter the K-12 education system and be successful
- Families understand and use information about quality to make informed decisions about early childhood and out of school time programs
- All children and families experience seamless transitions throughout early learning and developmental experiences

1.2 Access

- Children and families have access to high quality and safe programs, resources and materials which promote the healthy development and learning necessary to be ready to enter the K-12 education system and be successful
- Information on early education and care services is available to all families, including families with limited English proficiency

1.3 Communication and advocacy

- EEC provides families and communities with information about strategies, resources and services to support young children early education experiences and have them ready to enter the K-12 education system and succeed
- EEC provides information to legislators, partners and other stakeholders about the necessary resources and policies to enable young children to enter the K-12 education system and be successful
- Families are recognized and supported as full partners in the education of their children and are empowered by having access to information about child development and family support resources

1.4 Infra-structure and finance

- EEC will strengthen the infra-structure that will enable young children to enter the K-12 education system and be successful
- EEC is adequately financed to meet the needs of its constituents

Goal # 2 [Programs]: Programs offered in early childhood, out of school, and residential settings under the supervision of the EEC will promote and support the education and healthy development of children so that all children are ready to be successful as school members and citizens.

2.1 Quality

- Programs offered to children and families in the Commonwealth meet high quality standards as measured by the QRIS system
 - QRIS standards are research-based, broadly understood, culturally appropriate and aligned with local, state and national standards
 - Community organizations and programs that are supported by EEC provide high quality resources for children and families
 - EEC has a system that collects, analyzes and disseminates program *and child outcome data* to inform policy, program development, quality and implementation
 - Comprehensive supports are embedded in the delivery of services for families and children
 - Early education and care services are delivered through a seamless system that is responsive to the needs of all families
 - EEC provides support and resources for transitioning children in and out of early education and care programs and services
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- * * * * * [HERE IS WHERE WE STOPPED ON NOVEMBER 7, 2013]

2.2 Access

- Programs seeking to improve their quality have access to a range of resources and supports.
- Families have access to high quality programs in the mixed early education and care system that are affordable.
- Children in residential and placement programs receive quality and appropriate services. Children in residential and placement programs are placed in the least restrictive settings so that they are ready to join school communities and be successful

2.3 Communication and advocacy

- Families are aware of the mixed early education and care system in the Commonwealth
- Parents are recognized as their child's first teachers
- Strong partnerships are established between families and educators to maximize high quality early education and care for all children.
- Parents of children in residential and placement programs are aware of and knowledgeable about appropriate placement and treatment options that are compatible with the needs of their children
- Parents seeking to adopt are aware of and knowledgeable of available adoption resources and state adoption policies

- All stakeholders in the field and consumers are aware of EEC initiatives, policies and procedures and have access to information to facilitate advocacy

2.4 Infra-structure and finance

- Programs and services are adequately funded so that children are ready to enter the K-12 education system and be successful.
- Family services are integrated and delivered in a coordinated manner across state agencies

Goal # 3 [Workforce]: The workforce of early childhood educators and care professionals who work with children in the Commonwealth is professionally prepared, well-compensated and diverse.

3.1 Quality

- The workforce is professionally prepared and has high quality ongoing professional development and technical assistance
- The early education and care workforce has clearly defined education and professional development standards that are understood and embraced by the field

3.2 Access

- The workforce has access to high quality and affordable education and professional development resources and technical assistance

3.3 Communication and advocacy

- Early education and care professionals are respected *and complete their professional responsibilities with confidence and competence (?)*
- Licensing regulations that reflect best practices have been promulgated, translated, clearly communicated to the field, and enforced consistently throughout all regions.

3.4 Infra-structure and finance

- The early education and care workforce has a well-defined career-ladder that adequately and fairly compensates educators as professionals
- Educators are adequately compensated to assure equitable access to high-quality care in all areas of the state, with emphasis on increasing compensation in communities with greatest need

Goal # 4: The Department and Board of Early Education and Care provide leadership, direction and resources to meet the mission of the agency with utmost integrity, transparency and accountability to the people of the Commonwealth

4.1 Quality

- EEC is known among major press outlets and institutions of higher education as the authoritative resource on early education and care issues in the state and for leading developments in the field.
- EEC is known as a national education leader, unrivaled in the development and implementation of quality standards for all early education and care programs.

4.2 Access

- Families of all languages understand the services and resources offered by EEC
- All stakeholders in the field and consumers are aware of EEC initiatives, policies and procedures and have access to information to facilitate advocacy.

4.3 Communication and advocacy

- The public understand and values the purpose of EEC
- State and local leaders understand how EEC initiatives serve and benefit their communities.
- EEC is fully aware of and responds to the type, style and nature of the information needed by external stakeholders and consumers.
- All EEC staff, community partners and families have comprehensive information about educators and early education and care programs.

4.4 Infra-structure and finance

- All EEC staff members are knowledgeable of agency initiatives, operations, key staff functions, and the agency's community partners.
- The operational roles of EEC's community partners have been clearly defined, aligned to support the agency's vision and accepted by stakeholders.
- EEC regions have the staff, resources and stakeholder partnerships required to achieve the breadth of the agency's readiness vision.
- EEC continues to implement policy initiatives that are backed up by research, developed through stakeholder collaboration and coordinated with agency operations.

- EEC staff is diverse, knowledgeable and adequately trained to perform assigned functions and to understand the operations of the agency and its community partners in the field.
- EEC has developed active relationships with other state agencies, community partners, public schools and other stakeholder organizations to meet its mission.

INDICATORS OF SUCCESS WILL BE DESIGNED BY THE DEEC STAFF AS PART OF THE IMPLEMENTATION PLAN